

**Spring 2026 – Section 1**

<b>Instructor title and name:</b> Vassilis Dalakas	<b>Office Phone:</b> (619) 849-3268
<b>Meeting days/times:</b> Tuesday & Thursday 9:30-10:45 AM	<b>Cell Phone:</b> (760) 504-1507
<b>Final exam:</b> Tuesday, May 5, 10:30-11:30 AM	<b>E-mail:</b> <a href="mailto:vdalakas@pointloma.edu">vdalakas@pointloma.edu</a>
<b>Meeting location:</b> Fermanian Conference 114	<b>Office location and hours:</b> FSB 129 Tuesday and Thursday 8:00-9:30 AM Tuesday 11:00 AM – 12:00 PM or by appointment

**PLNU Mission: To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Fermanian School of Business Mission**

**Professionalism – Relationships – Innovation – Character – Commitment – Excellence**

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

**COURSE DESCRIPTION**

A study of how individuals process information and make purchase decisions. Topics include internal influences such as consumer psychology and personality, and external influences such as social environment and situational influences. A qualitative research study will provide special emphasis on understanding buying behavior to develop a marketing strategy.

**COURSE LEARNING OUTCOMES (CLO)**

Upon completion of this course, students will be able to:

1. Exhibit an in-depth knowledge of key theories and concepts in the field of consumer behavior (PLO G1).
2. Create marketing strategies based on consumer behavior knowledge (PLO 2 & G2).
3. Connect theory of Business to Consumer (B2C) and Business to Business (B2B) buyer behavior to professional sales practices (TUG: PLO 2, G1 & G2); (BBA: PLO 2, G1 & G2).
4. Analyze qualitative data to better understand consumer behavior and recommend marketing solutions (PLO 2 & G1).
5. Demonstrate effective written and verbal communication to convey information about consumer behavior topics (PLO 3).
6. Analyze ethical and faith-based issues relating to consumer behavior (PLO 4).
7. Collaborate with a team to produce a research report and presentation (PLO 5).

## **COMMON MARKETING PROGRAM FRAMEWORK**

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The Marketing program at Point Loma Nazarene University embraces the following philosophy.

1. We are Market Oriented. This means that we seek to understand the changing markets and to build win-win value propositions that serve our customers/constituencies.

2. Because we are Market Oriented, we strive to practice marketing by the following principles.

- We believe that the MARKET should shape how we practice Marketing
- We believe that Marketing Strategy (how an organization establishes a sustainable competitive advantage) guides Tactics (the product/service value proposition, how it is communicated and how it is executed)
- We do not want to be myopic...meaning that as the market changes, we must adapt. What worked before may not work in the future.

The Marketing Advisory Board has developed a framework, unique to PLNU Marketing. We call it the UCAM (YOU CAN!). The UCAM is a direct result of the philosophy of marketing above. In the program, students experience and practice being a Marketing Problem Solver.

"We are problem solvers."

This course, and every Marketing course, will give you exposure to and practice with the UCAM.

- U-Uncover customer need/problem
- C-Connect insights to understand customer need/problem
- A-Activate marketing solutions
- M-Measure results

## **REQUIRED TEXT**

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### **Yes!: 50 Scientifically Proven Ways to Be Persuasive**

To purchase on Amazon, please go: [HERE](#)

If you participate in LomaBooks, please read below.

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks**, please go: [HERE](#)

## ASSESSMENT

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The available distribution of points is as follows:

Three exams (two midterm and one non-comprehensive final); 100 points per exam; INDIVIDUAL ASSIGNMENT	300
Leading class discussion; GROUP ASSIGNMENT	
• Preparation/discussion with professor	50
• Execution/response from classmates	50
Beyond the Bottom Line Pitch Challenge; GROUP ASSIGNMENT	
• Pitch to representatives from LPH Capital	150
• Pitch rationale to professor	150
• Service for nonprofit and reflection; INDIVIDUAL ASSIGNMENT	100 *
Fasting assignment; INDIVIDUAL ASSIGNMENT	100 *
Sentiment Analysis; GROUP ASSIGNMENT	200
Total points available	1000

**\* Please note you have a choice between doing the service for the nonprofit and the reflection or the fasting assignment. You must select one or the other. No extra credit will be given for doing both.**

**Exams:** The exams will include Multiple-Choice questions based on readings, class lectures, and class discussions. Students are allowed to use unlimited pages of notes on paper (handwritten or printed) during the exams; no electronics are allowed and no books. Because the exams are open-note exams, no study guides will be provided. No makeup exams will be given without prior permission unless there is a documented case of an emergency.

**Fasting assignment:** The goal of the fasting assignment is two-fold: a) Seek God's will to let go of a behavior or habit related to how you consume products/services, explore Biblical connections to your fast and consumption habits, then share the impact of the fast, and b) become more aware of the temptations and techniques marketers use and how it directly impacts consumer decisions.

This assignment is broken into 2 deliverables, each worth 50 points, that will be described in detail on Canvas, under Assignments.

Please note that you may do the fasting assignment OR do service for the nonprofit you pick for the Pitch Challenge and prepare a reflection about it.

**Sentiment analysis:** A sentiment analysis with three deliverables will be part of the course. It will be described in detail on Canvas, under Assignments.

**Beyond the Bottom Line Pitch Challenge:** In a partnership with LPH Capital who is generously sponsoring this assignment, student groups will identify a nonprofit organization they are inspired by and prepare a sales pitch that incorporates insight they learned on Influence. They will pitch to representatives from LPH Capital to convince them their nonprofit is worth supporting. The representatives will select the two best pitches and will award \$1,000 to each of these two nonprofits thanks to the students' pitch.

In addition to the pitch to LPH Capital, the students will need to prepare a short video for the professor where they explain to him the rationale for why they designed their pitch the way they did through the application of concepts learned in our class. More details will be provided on Canvas, under Assignments.

**Leading class discussion:** Student groups will be randomly assigned to a class date when they will need to think of a creative activity to engage their classmates in a meaningful discussion of a topic from that day's assigned

readings. Groups will need to meet with the professor prior to the class to discuss their ideas (to be evaluated for their preparation). Upon completion of the class, the group will also be evaluated by their classmates on how successful they perceived the group to be in engaging them. Typically, leading class discussion would entail: a) a creative activity to engage the class, b) sharing key points related to the activity, and c) highlighting real-world practices that illustrate these points.

Please note that for all group assignments, accountability is critical. Therefore, students will submit peer evaluations with their assessment of their group members' contributions. These peer evaluations along with the professor's observations of the group members will be taken into consideration and, if students are deemed to have contributed less to the group than others, they will receive a lower score in that assignment.

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## GRADING

Students will be evaluated based on the following scale.

<b>930-1,000=A</b>	<b>870-899=B+</b>	<b>770-799=C+</b>	<b>670-699=D+</b>	<b>0-599=F</b>
<b>900-929=A-</b>	<b>830-869=B</b>	<b>730-769=C</b>	<b>630-669=D</b>	
	<b>800-829=B-</b>	<b>700-729=C-</b>	<b>600-629=D-</b>	

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## INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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## ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use alternative sources of intelligence (AI) tools (e.g., ChatGPT, iA Writer, Gemini, etc.) in this course for brainstorming and idea generation. You may NOT use AI on exams in this course or cite AI as a source for any research or evidence-based work. Follow the professor's verification process outlined below when using AI to help you find information to include in your marketing efforts:

1. Cross-reference it by searching for the same information on sources like Google or Google Scholar. Find two or more sources that contain the same piece of information.
2. Establish the credibility of each source in step 1. To do so, check who else is citing the source (at least one other) and determine whether the information is current (within the past 12 months).
3. Follow Google's E-EAT guidelines (experience, expertise, authority, and trustworthiness). Provide at least two additional sources that establish the company as an authority on the piece of information based on points 1 and 2 above. Cite both sources using APA 7<sup>th</sup> edition in-text and reference guidelines.

Any work that utilizes AI-based tools must be clearly cited per APA 7<sup>th</sup> edition guidelines. Here is an example of a proper citation:

OpenAI. (2024). *ChatGPT* (version 3.5) [Large language model]. Retrieved from <https://chat.openai.com/chat>.

Plagiarism is defined as using or taking credit for someone else's work without permission or acknowledgment. If you use AI tools to generate work in this course and do not properly cite it then it is considered plagiarism and will be reported to the university as an Academic Integrity violation. In addition to reporting plagiarism to the university, students who use AI to generate work and do not properly cite it will receive a zero on the assignment submitted.

Students must provide a copy of the AI-generated work along with the proper citation. *The AI-generated work is not sufficient.* You must “own” the work by making revisions that align with the specific assignment objective(s) and it must be clear that your final submission is uniquely your “own” work. Credit will not be given for work that is AI-generated, without evidence of your “human touch.”

Lastly, you may not copy and paste anything from the textbook, required text, or required reading material(s) used in this course and upload it into an AI tool. That is copyright infringement and will be dealt with as an academic honesty integrity violation.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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I expect you to come to class prepared to answer questions, participate in discussion and group activities during class time. **Attendance at all class sessions is mandatory. Be on time for class.**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Moreover, punctuality is an important attribute in any successful business endeavor. **If you are late two times, it will be counted as one absence.**

Also, students may be excused (asked to leave) from class for inappropriate computer/cell phone usage or other disruptive behavior; in that case, the class will be counted as an unexcused absence for grading purposes.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

## **FINAL EXAMINATION POLICY**

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Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Traditional Undergraduate Records: Final Exam Schedules site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

## **PLNU COPYRIGHT POLICY**

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **PLNU RECORDING NOTIFICATION**

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In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

## **PLNU ACADEMIC HONESTY POLICY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own

when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

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## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

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## **SEXUAL MISCONDUCT AND DISCRIMINATION**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

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## **SPIRITUAL CARE**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain, or have prayer requests you can contact the [Office of Spiritual Life and Formation](#).

## COURSE SCHEDULE AND ASSIGNMENTS

**Schedule Changes:** The information in this syllabus is subject to change. I will announce changes in class early enough to give you time to meet assignments, etc. It is your responsibility to maintain your schedule and make changes as necessary. I will not consider absence an excuse for not keeping your schedule updated. **Check your PLNU e-mail and Canvas. If you miss class, check with a classmate.** You must keep up with the assignments. **It is important not to fall behind.** If you are experiencing problems, please notify me immediately.

Week	Topics	Readings/Discussion	Assignments
1 (1/13 and 1/15)	Course introduction & Introduction to Consumer Behavior  Influence tactics – Reciprocity	Goldstein et al. chapters 9-13	Groups are formed
2 (1/20 and 1/22)	Influence tactics – Reciprocity (continued) & Commitment	Goldstein et al. chapters 9-13 (continued); 14-18; 20-21	
3 (1/27 and 1/29)	Influence tactics – Liking & Authority	Goldstein et al. chapters 29-32; 22	
4 (2/3 and 2/5)	Influence tactics – Social Proof & Scarcity	Goldstein et al. chapters 1-4; 33-34	
5 (2/10 and 2/12)	Perception of marketing messages – Exposure, Attention, Interpretation	Hallinan chapter “Why we make mistakes”  Goldstein et al. chapter 41  Ariely chapter “The effect of expectations”	
6 (2/17 and 2/19)	Perception of marketing messages – Exposure, Attention, Interpretation	Hallinan chapter “Why we make mistakes”  Goldstein et al. chapter 41  Ariely chapter “The effect of expectations”	<b>1<sup>st</sup> Exam on 2/19</b>

7 (2/24 and 2/26)	Practice pitches for Beyond the Bottom Line Pitch Challenge		<b>Practice pitches on 2/24</b>  <b>Reflection on Service with Nonprofit due on 2/26</b>
8 (3/3 and 3/5)			<b>Beyond the Bottom Line Pitch Challenge on 3/3</b>  <b>Video Rationale due on 3/5</b>
9 (3/10 and 3/12)	Spring Break – No Classes		
10 (3/17 and 3/19)	Consumer learning – Classical and operant conditioning; Learning and memory	Goldstein et al. chapter 40  Dalakas article “Want to improve motivation? Try this reward”	<b>Sentiment Analysis Project Deliverable #1 due on 3/19</b>  <b>CB Fast Deliverable #1 due on 3/21</b>
11 (3/24 and 3/26)	Self-concept, motivation, and emotions; Consumer Attitudes	Goldstein et al. chapter 44; 19, 26-28, 35-36, 45-46	<b>2<sup>nd</sup> Exam on 3/26</b>
12 (3/31 and 4/2)	Consumer Behavior and Ethics	Goldstein et al. chapter 43	
13 (4/7 and 4/9)	Social Influences	Dalakas article “Why sports fans need villains”  Thaler and Sunstein chapter “Following the herd”	<b>Sentiment Analysis Project Deliverable #2 due on 4/7</b>
14 (4/14 and 4/16)	Judgment and decision-making; Judgment and decision-making post-purchase	Ariely chapter “The truth about relativity”  Dalakas article “It’s all relative”  Goldstein et al. chapters 6-7  Schwartz chapter: “If only...’: The problem of regret”	

15 (4/21 and 4/23)	<b>Group Work on Sentiment Analysis Presentations</b>		
16 (4/28 and 4/30)	<b>Sentiment Analysis Project Presentations</b>		<b>CB Fast Deliverable #2 due on 4/28</b>  <b>Sentiment Analysis Project Deliverable #3 due on 4/28</b>
<b>5/5 9:30AM</b>	<b>Final Exam</b>	<b>All material covered since 2<sup>nd</sup> exam</b>	<b>Final Exam</b>